

Science - Autumn Term 1

Electricity

What is electricity?

Answer

What common appliances use electricity?

Answer

Can you explain what conductors and insulators do?

Answer

What equipment do you need to construct an electrical circuit?

Answer

How does a simple circuit work?

Answer

Can you identify any dangers associated with electricity in the home?

Answer



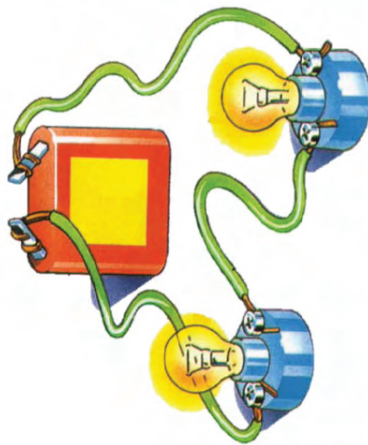
ELECTRICITY

Y4



KNOWLEDGE ORGANISER

Overview



- Electricity is a type of energy.
- It is used to power lots of different things, including many items that we use in everyday life.
- Electricity can flow through wires and cables, and can be stored in batteries (sometimes called cells).
- Electricity can flow in simple series electrical circuits.
- Some materials conduct electricity, and others do not (insulators).

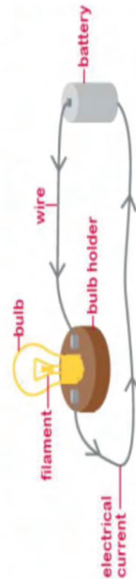
Creation and Uses of Electricity



- Electricity can be created in a number of different ways, for example:
- Burning fossil fuels (oil, gas, etc.) in power stations;
 - Using solar power generated from the sun;
 - Using wind power from wind turbines;
 - Using water power (hydropower).
- Electricity is used to power numerous household appliances, for example laptops, TVs, fridges, microwaves, toasters, ovens and lights/ lamps. Life would be very different without it!

Simple Series Electric Circuits

This diagram shows a battery with wires connecting it to a battery (or cell).



Circuit

-A circuit is the path the electric current follows. It must have no breaks in it (a closed circuit) for electricity to flow.

Current

-A current is the electricity flowing through the circuit.

Battery (Cell)

-A battery (or cell) is something in which electricity can be stored.

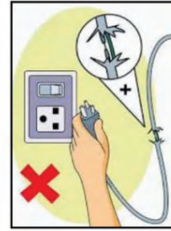
Wire/Cable

-Wires and cables are thin flexible threads that transport electricity.

Conductor/Insulator

-Conductors allow electricity to flow through freely. Insulators do not allow electricity to flow through freely.

Electrical Safety



Electricity can be extremely dangerous if it is not used safely. It can cause burns, shocks, serious injury and (in extreme cases) even death.

There are many electrical dangers, both in the home and outdoors.

Some Important Electrical Safety Trips

- Do not put fingers and other objects in an outlet;
- Never use anything with a cord or plug around water;
- Keep metal objects away from toasters;
- Stay away from power stations and power lines;
- Never pull a plug out by its cord;
- Never touch or climb trees near power lines;
- Go indoors when there is thunder and lightning.
- Look out for signs like the one on the left.



Conductors

Silver

Gold

Copper

Steel

Sea Water

Rubber

Glass

Oil

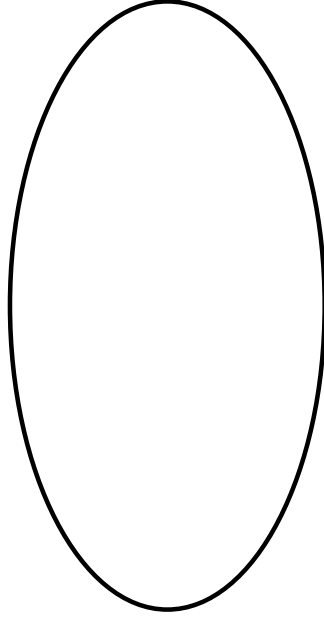
Diamond

Dry Wood

Insulators

National curriculum	Electricity
Year 4	identify common appliances that run on electricity
Year 4	construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
Year 4	identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
Year 4	recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
Year 4	recognise some common conductors and insulators, and associate metals with being good conductors

Mind Map



Before starting the topic, add what you already know.

What is this picture telling me?



What is electricity?

Answer

What common appliances use electricity?

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Can you explain what conductors and insulators do?

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What equipment do you need to construct an electrical circuit?

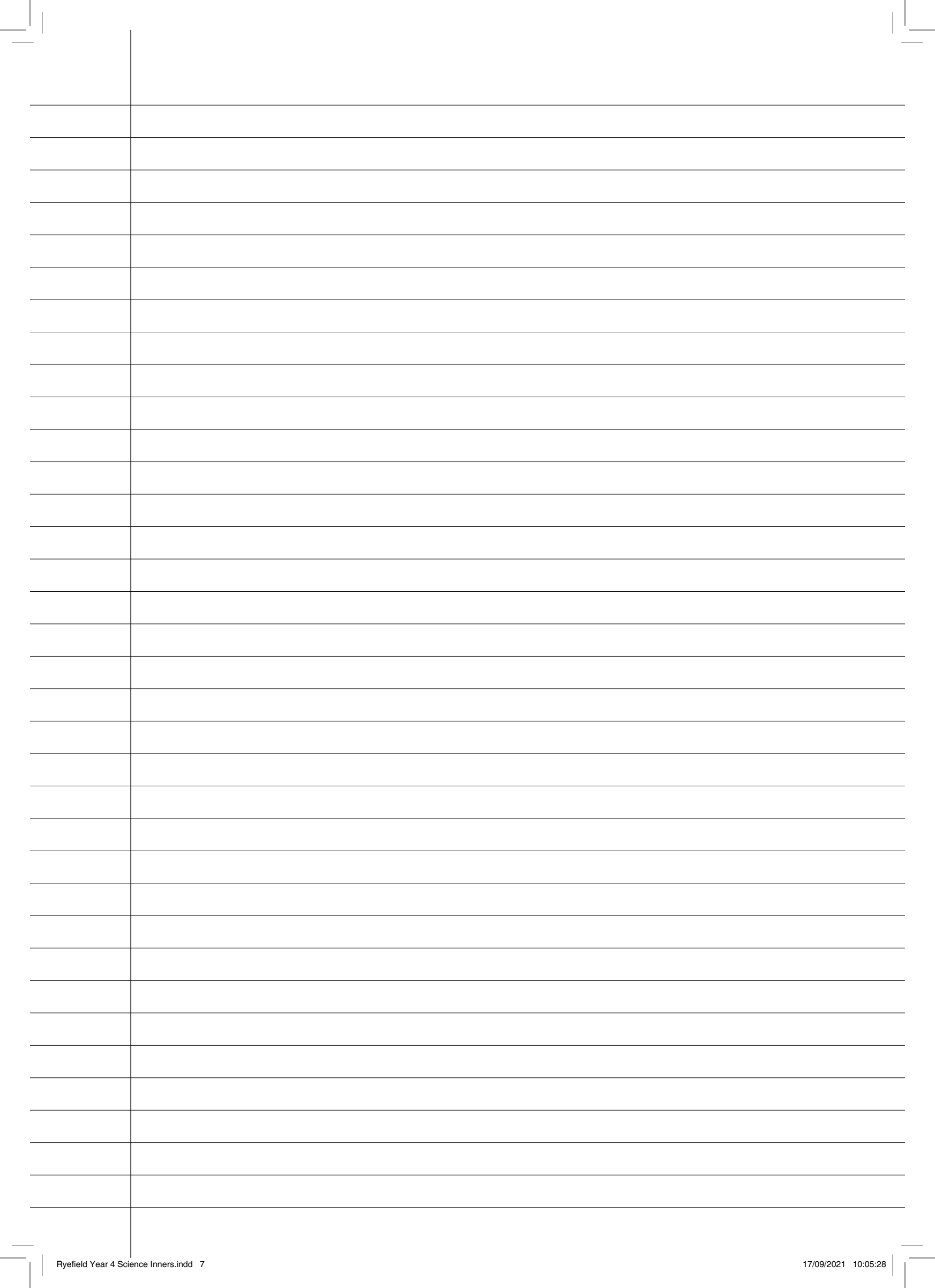
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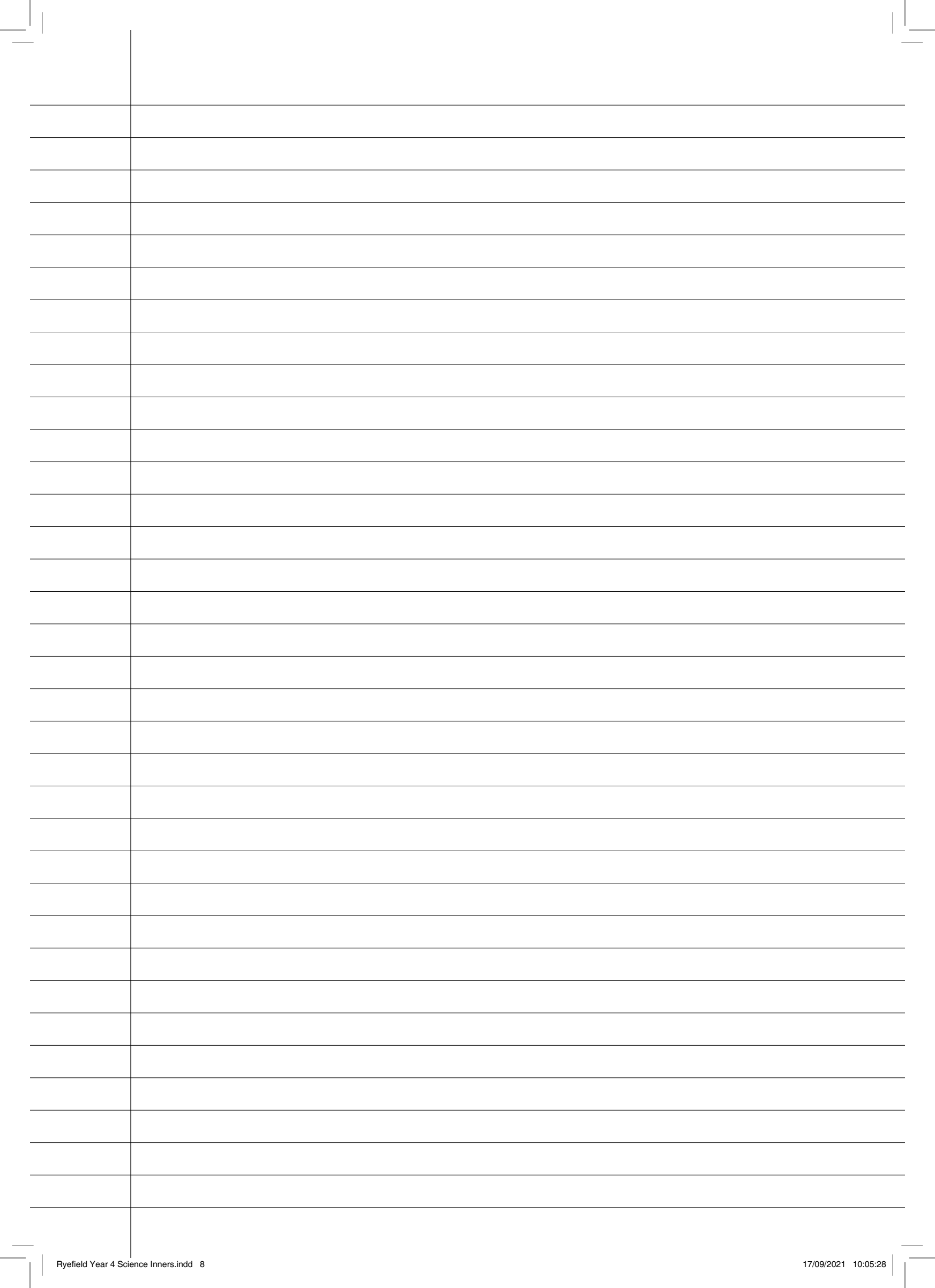
How does a simple circuit work?

Answer

Can you identify any dangers associated with electricity in the home?

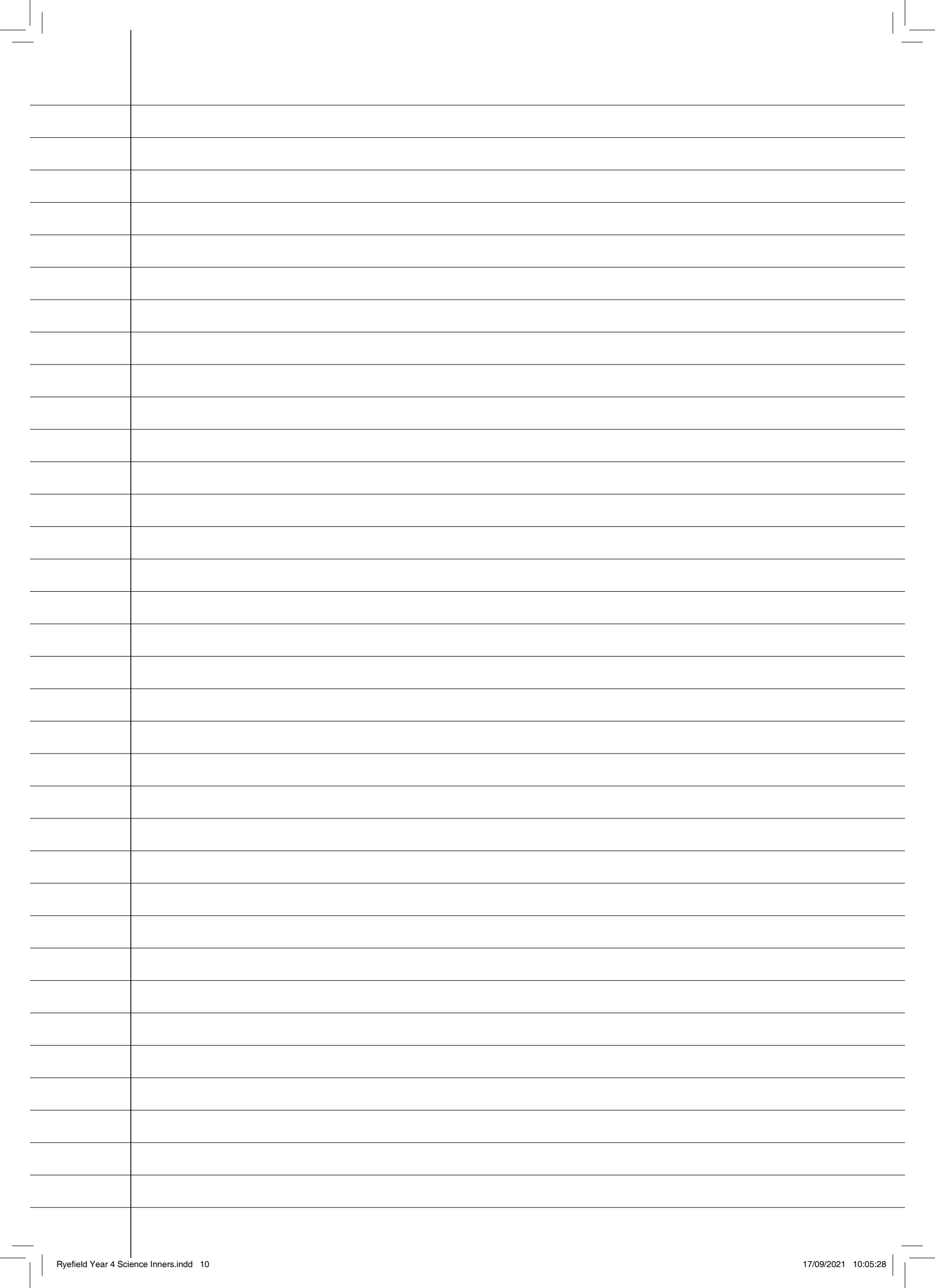
Answer

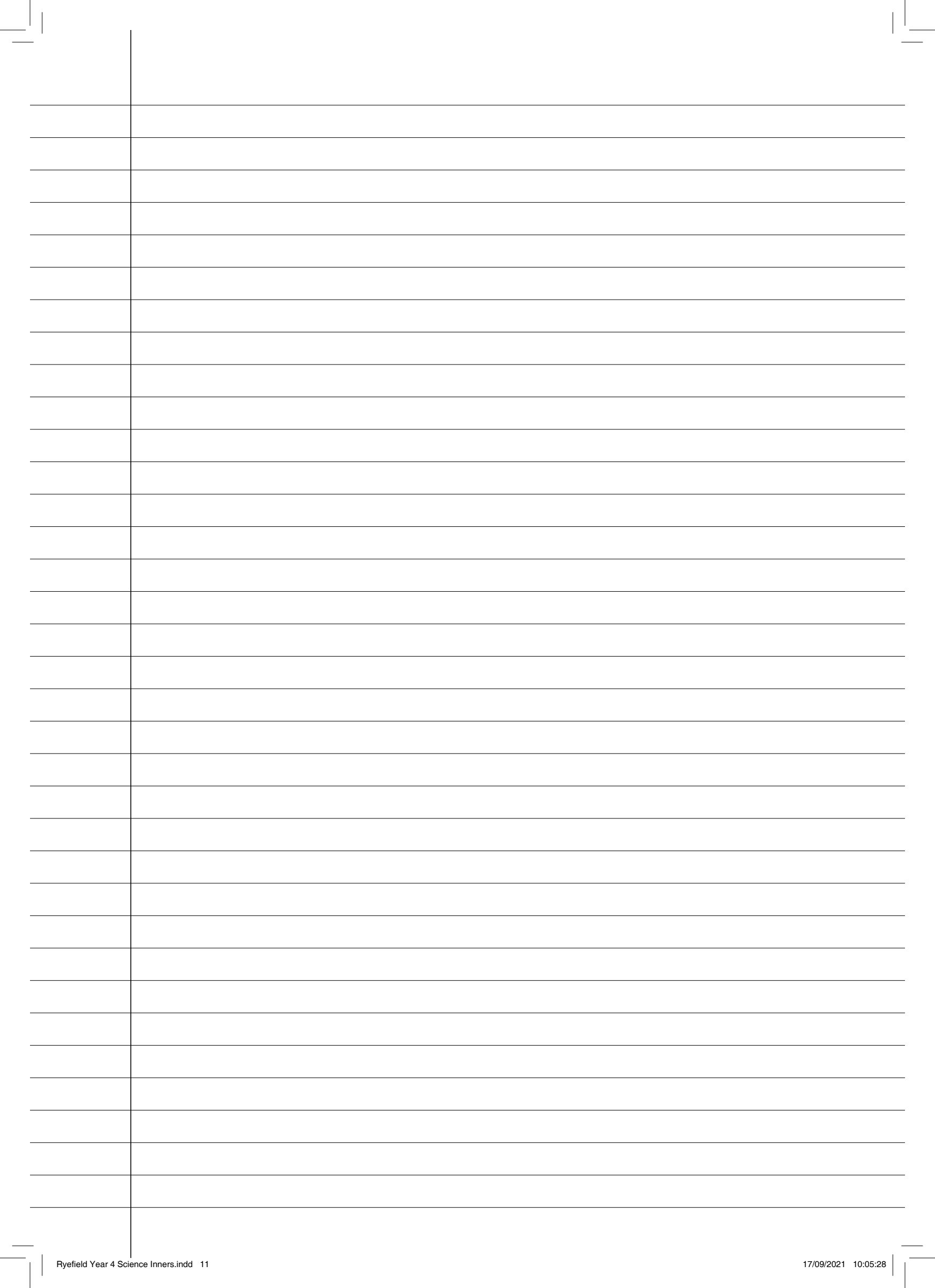


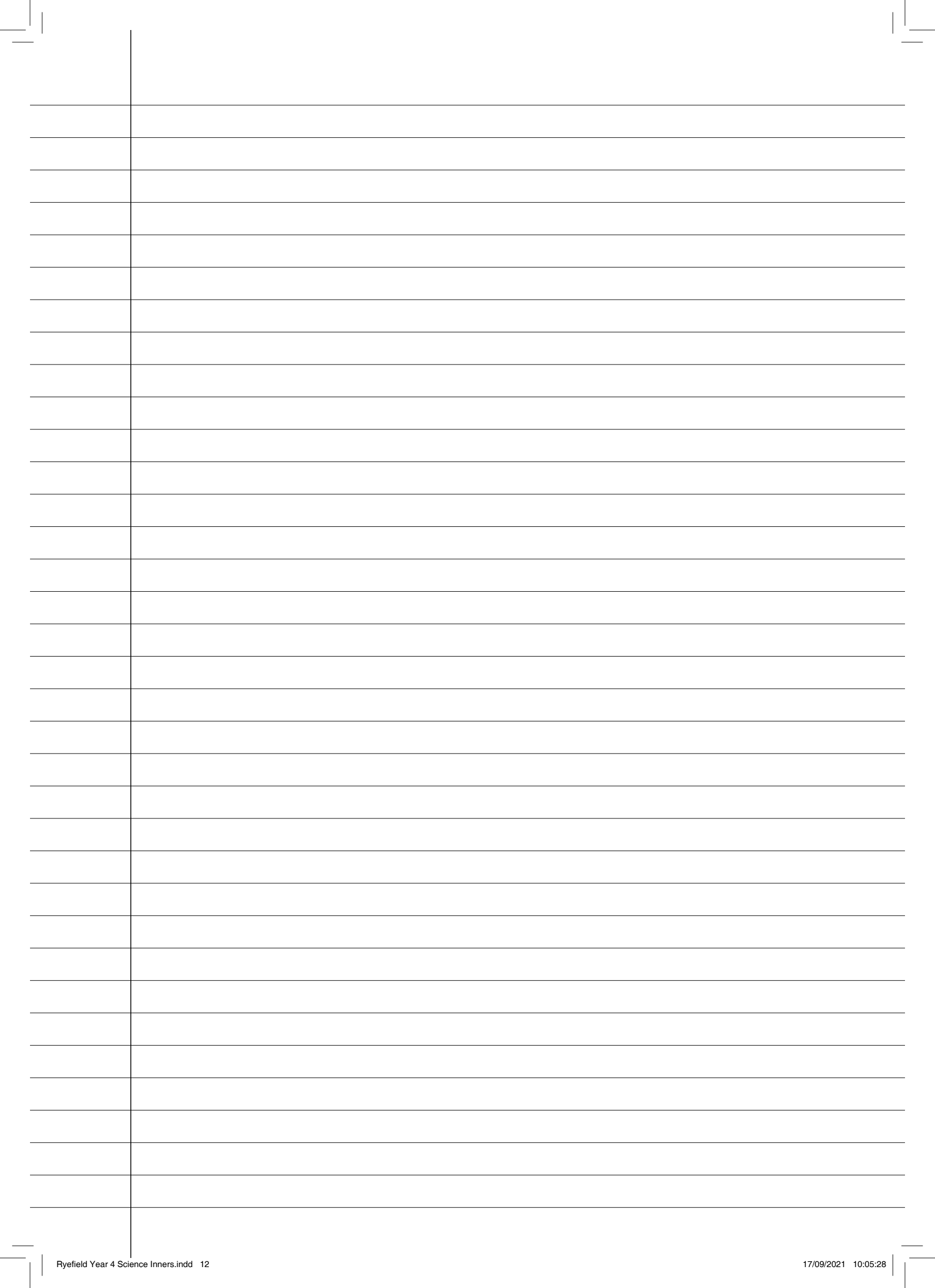





Show what you know. Recall two things on the topic.	Connect - can you link this to one more thing that you know.
1.	
2.	









 Show what you know. Recall two things on the topic.	Connect - can you link this to one more thing that you know.
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Science - Autumn Term 2

States of Matter

What does 'States of Matter' mean?

Answer

When does a 'State of Matter' change?

Answer

Can you explain how evaporation and condensation are connected?

Answer

What is meant by a solid?

Answer

Can you describe what a gas is?

Answer

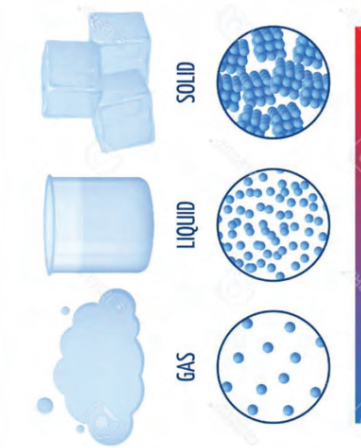
Can you name a gas, a liquid and/or a solid?

Answer

STATES OF MATTER

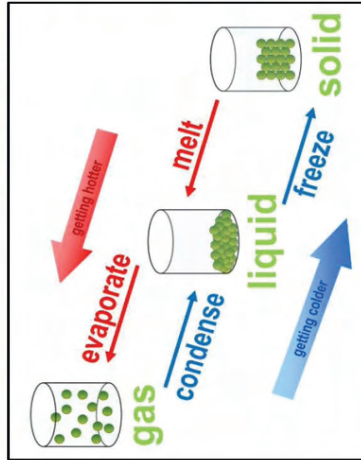
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Overview



- Matter makes up our planet and the whole Universe.
- There are three main states of matter – solids, liquids and gases.
- Matter can change state, depending on its temperature.
- Several processes describe the processes of changing states, e.g. melting, evaporation, freezing and condensation.
- The water cycle depends upon some of these processes.

Changing States of Matter



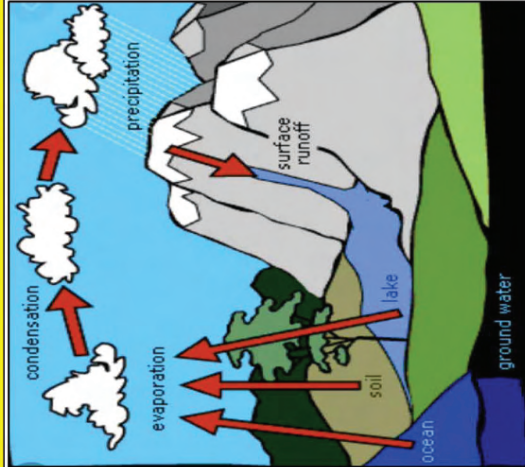
- States of matter can change, depending upon the temperature of the matter.
- Melting is the process of changing a solid into a liquid.
 - Evaporation is the process of changing a liquid into a gas.
 - Condensation is the process of changing a gas into a liquid.
 - Freezing is the process of turning a liquid into a solid.

Solids, Liquids and Gases

All matter exists in three states: solids, liquids and gases.

SOLIDS		
-Solids hold their shape -Solids are rigid -Solids have a fixed volume Examples include ice cubes, rock, glass and most metals.		SOLID
LIQUIDS		
-Liquids do not hold their shape -They are not rigid -However, they have a fixed volume. Examples include water, oil, blood and milk		LIQUID
GASES		
-Gases do not hold their shape -They are not rigid -They do not have a fixed volume. Examples include oxygen, carbon dioxide and helium.		GAS

Role in the Water Cycle



- Changing states of matter play an important part in the water cycle:
- EVAPORATION**
Energy from the sun heats up the surface of the Earth. This causes the temperature in rivers, lakes and oceans to rise, and evaporate into the air.
- CONDENSATION**
As the water vapour rises, it cools in the higher air and turns back into liquid – condensation. This creates clouds.
- PRECIPITATION**
When too much water has condensed, the clouds become too big for air to hold them. Precipitation occurs.

Solids

Wood

Ice Cube

Glass

Coffee

Water

Shower Gel

Carbon Dioxide

Air

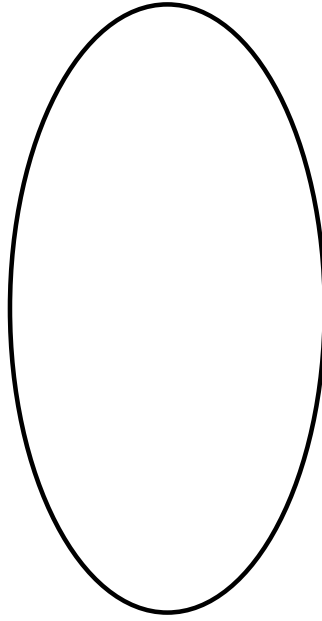
Oxygen

Liquids

Gases

National curriculum	States of matter
Year 2	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
Year 2	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
Year 4	compare and group materials together, according to whether they are solids, liquids or gases
Year 4	observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
Year 4	identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

Mind Map



Before starting the topic, add what you already know.

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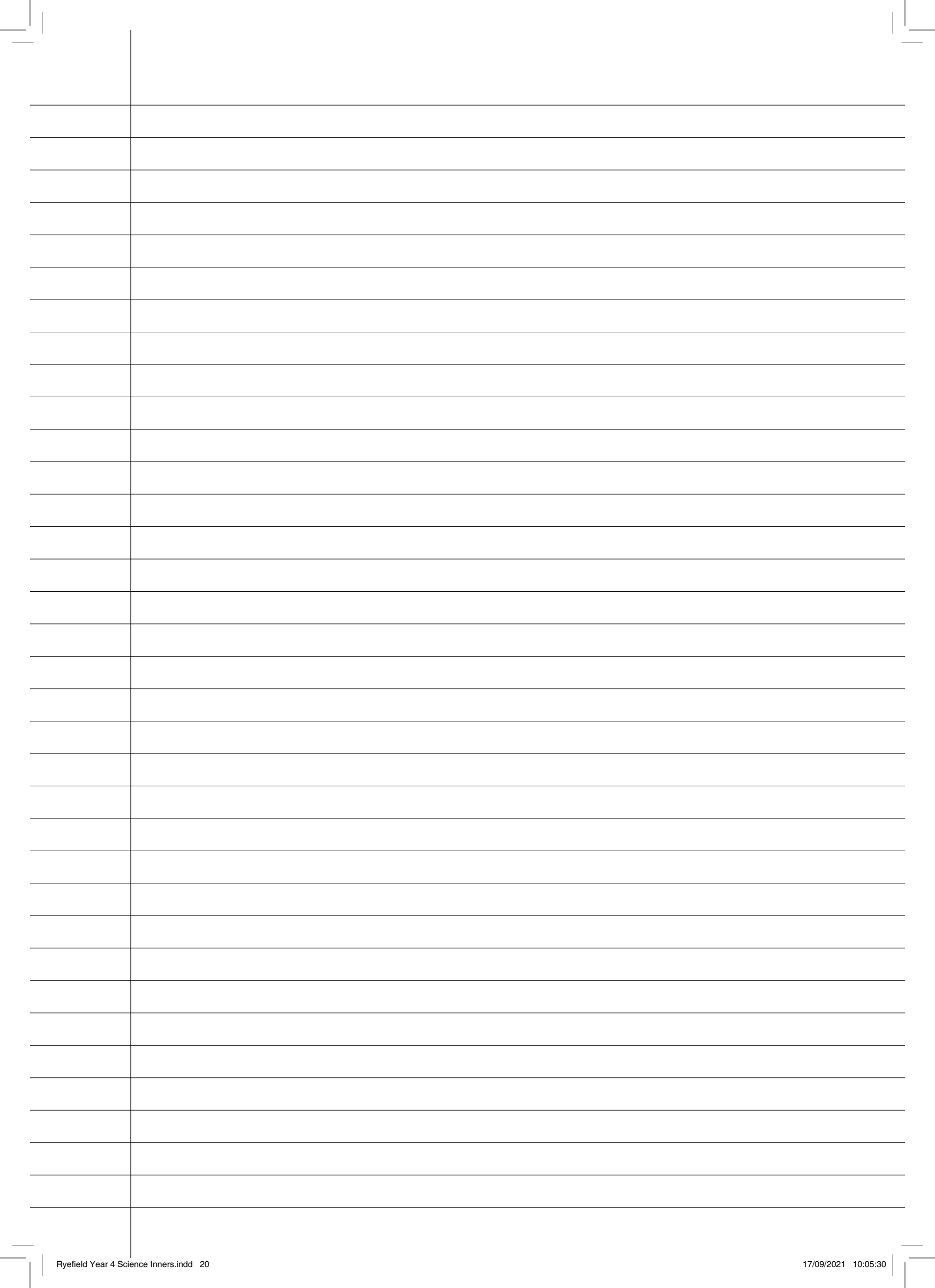
Answer

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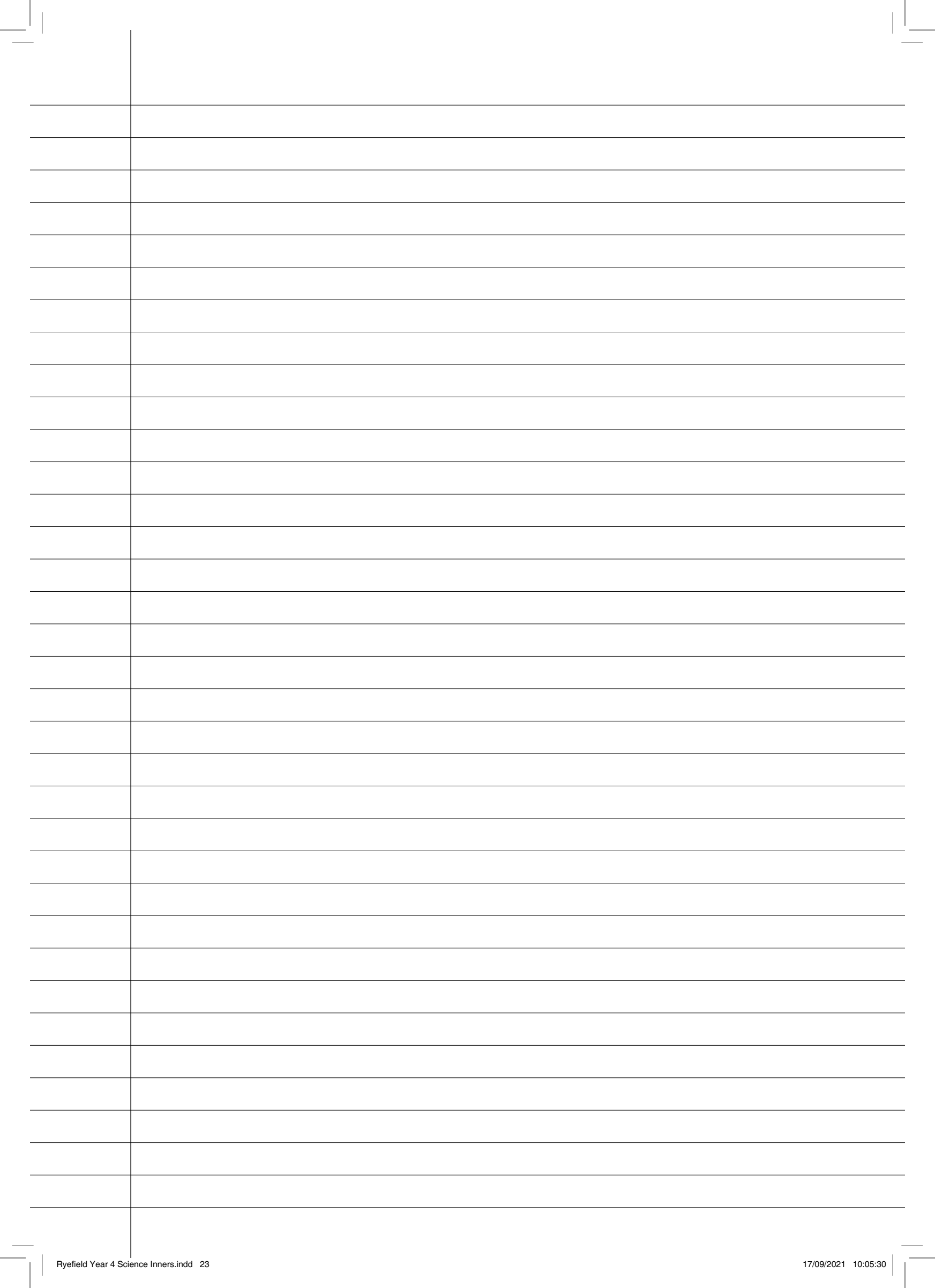
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Answer





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Science - Spring Term 1

Sound

How does sound travel?

Answer

What do we call the measure used to tell how loud or quiet a sound is?

Answer

What happens to sound as we move further away from its source?

Answer

What happens when sound hits the ear?

Answer

What does the pitch of a sound describe?

Answer

What is meant by the term the 'source of the sound'?

Answer

Ryefield Primary School - Science

Topic: Sound


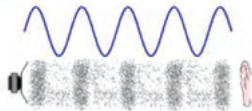
Year: 4

Strand: Physics

What should I already know?

- Hearing is one of my five senses.
- Sounds can be combined using musical instruments.
- What the word **vibration** means.

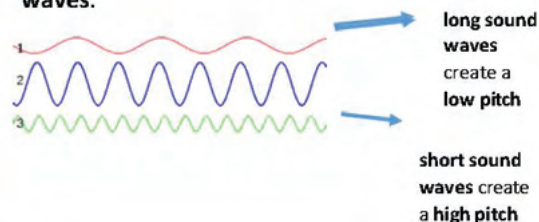
What will I know by the end of the unit?

What is a sound?	A thing that can be heard. The object that makes the sound is called the source .
How is a sound made?	<ul style="list-style-type: none"> When objects vibrate, a sound is made. The vibration makes the air around the object vibrate and the air vibrations enter your ear. These are called sound waves. If an object is making a sound, a part of it is vibrating, even if you cannot see the vibrations. 
How do sounds travel?	<ul style="list-style-type: none"> Sound waves travel through a medium (such as air, water, glass, stone, and brick). For example, if somebody is playing music in the room next door, the sound can travel through the bricks in the wall.
How do we hear sounds?	<ul style="list-style-type: none"> When an object vibrates, the air around it vibrates too. This vibrating air can also be known as sound waves. The sound waves travel to the ear and make the eardrums vibrate. Messages are sent to the brain which recognises the vibrations as sounds. 
How do sounds change?	<p>Pitch:</p> <ul style="list-style-type: none"> The pitch of a sound is how high or low it is. <ul style="list-style-type: none"> A squeak of mouse has a high pitch. A roar of a lion has a low pitch. <p>Volume:</p> <ul style="list-style-type: none"> The volume of a sound is how loud or quiet it is. When a sound is created by a little amount of energy, a weak sound wave is created which doesn't travel far. This makes a quiet sound. <ul style="list-style-type: none"> A small tap of a hammer is used with small amounts of energy and so creates a quiet noise. A vibration with lots of energy makes a powerful sound wave and therefore a loud sound. <ul style="list-style-type: none"> A powerful, smashing tap of a hammer is used with lots of energy and so creates a loud noise.
How do we measure sound?	<ul style="list-style-type: none"> Amplitude measures how strong a sound wave is. Decibels measure how loud a sound is. Frequency measures the number of times per second that the sound wave cycles.

Diagrams

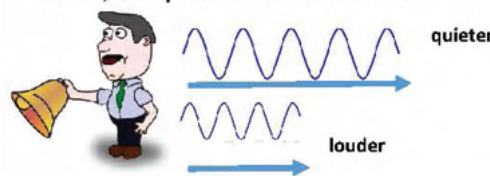
Pitch:

- High pitch** sounds are created by short **sound waves**.
- Low pitched** sounds are created by long **sound waves**.



Volume:

- The closer you are to the **source** of the sound, the **louder** the sound will be.
- The further away you are from the **source** of the sound, the **quieter** the sound will be.



Vocabulary

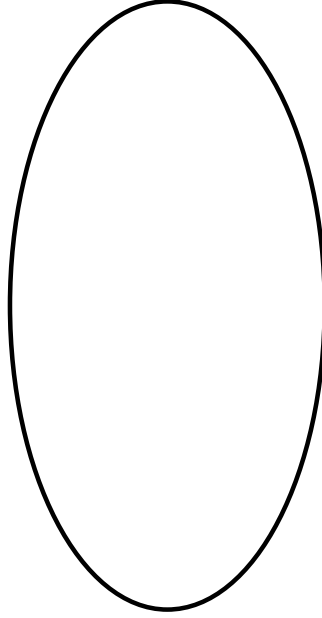
amplitude	a measure of the strength of a sound wave
decibel	a measure of how loud a sound is
electricity	a form of energy that can be carried by wires and is used for heating and lighting, and to provide power for devices
energy	the power from sources such as electricity that makes machines work or provides heat
frequency	a measure of how many times per second the sound wave cycles
medium	something that makes possible the transfer of energy from one location to another
pitch	how high or low a sound is
power	Power is energy, especially electricity, that is obtained in large quantities from a fuel source and used to operate lights, heating, and machinery
sound waves	invisible waves that travel through air, water, and solid objects as vibrations
source	where something comes from
transmit	to pass from one place or person to another
travel	how something moves around
vibrations	invisible waves that move quickly
volume	how loud or quiet a sound is

Investigate!

- Fill identical jars with different volumes of water. Which one creates the highest pitch?
- Which material would make the best sound defender? How can you investigate this?
- Make musical instruments using different length strings. How do their pitches differ?

National curriculum	Sound
Year 4	identify how sounds are made, associating some of them with something vibrating
Year 4	recognise that vibrations from sounds travel through a medium to the ear
Year 4	find patterns between the pitch of a sound and features of the object that produced it
Year 4	find patterns between the volume of a sound and the strength of the vibrations that produced it
Year 4	recognise that sounds get fainter as the distance from the sound source increases

Mind Map



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What happens to sound as we move further away from its source?

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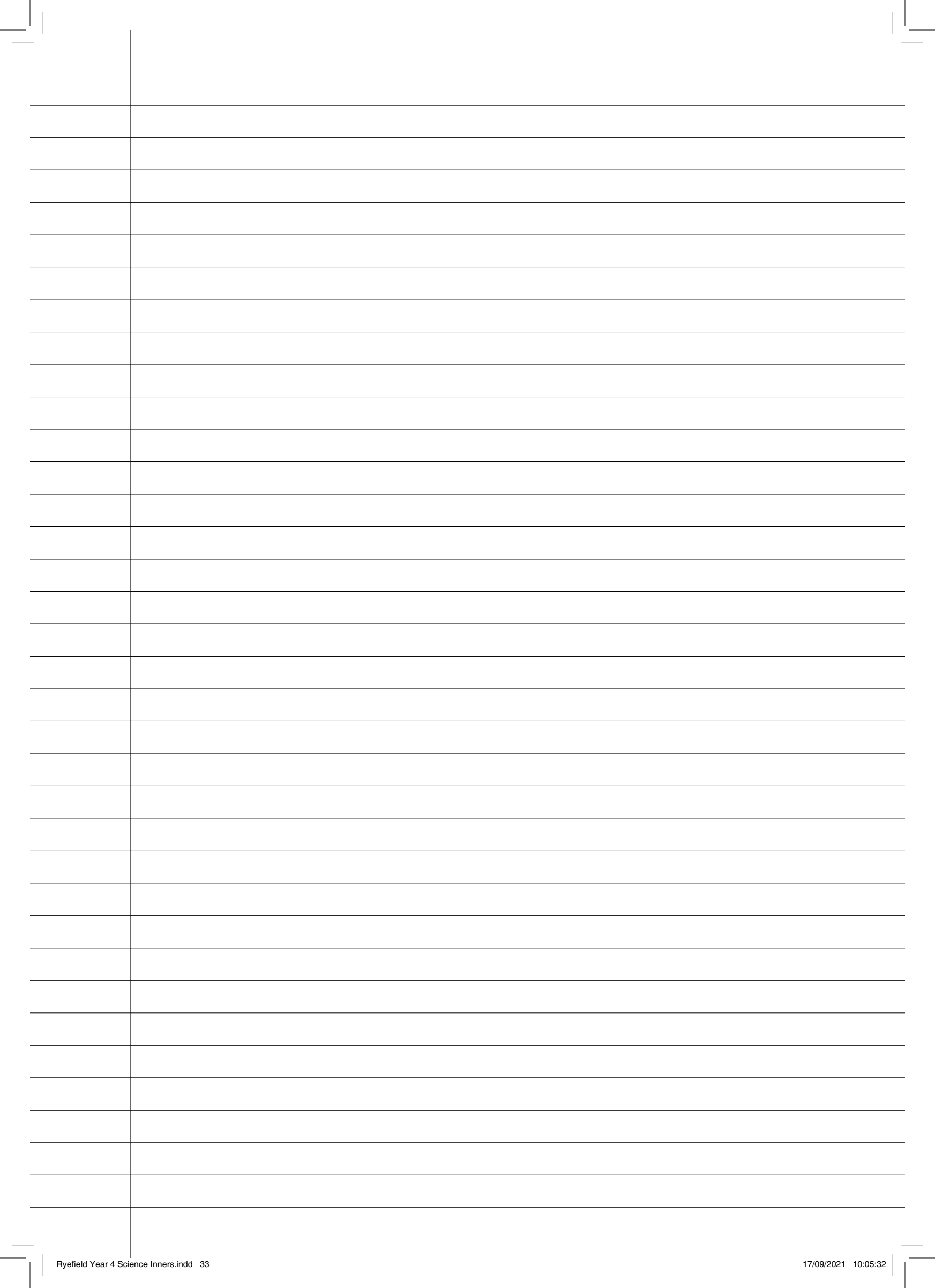
Answer

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What is meant by the term the 'source of the sound'?

Answer





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Science - Spring Term 2

Classification

What does the word habitat mean?

Answer

What is meant by natural changes?

Answer

What is meant by human changes?

Answer

Can you name the seven life processes for any living thing?

Answer

Can you explain what the 'greenhouse effect' is?

Answer

What are some impacts to living things if an environment changes?

Answer

Living Things and their Habitats

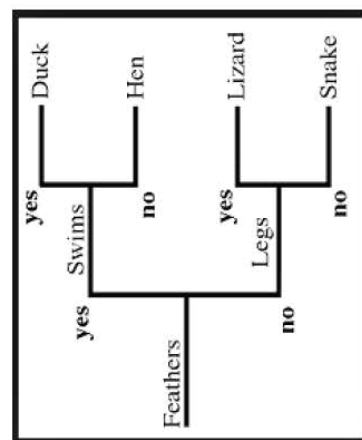
Year 4 - Science

Vocabulary Dozen

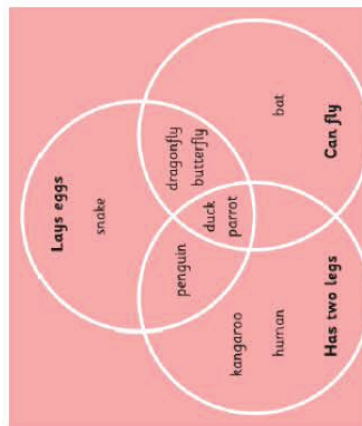
- Organism** - An individual living thing, such as a plant, an animal, or a bacteria.
- Classifying** - To put into groups according to things that are similar.
- Unique** - Being the only one of its type.
- Vertebrate** - Having a backbone.
- Invertebrate** - Without a backbone.
- Mammal** - Any animal that has hair and feeds its babies with milk from the mother.
- Habitat** - The natural environment of an animal or plant.
- Ecosystem** - A community of living things, together with their environment.
- Food chain** - A series of living beings in which each serves as food for the next.
- Energy** - The ability to have force or power or to do work.
- Producer** - A living thing that makes its own food.
- Consumer** - A living thing that cannot make its own food and so received its energy through consuming (eating) other plants or animals.

Classifying Plants and Animals

Animals can be sorted, or classified, in a number of different ways. A 'branched' diagram or a venn diagram, like those shown below, are just two examples.



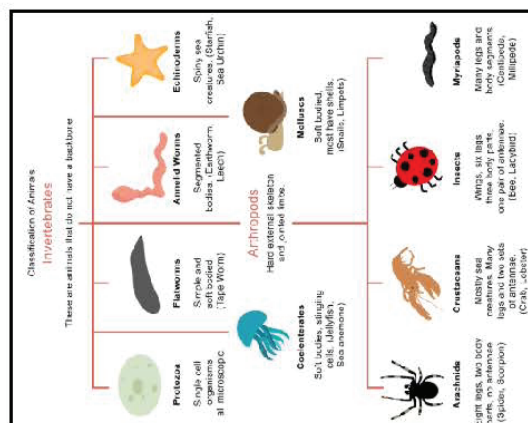
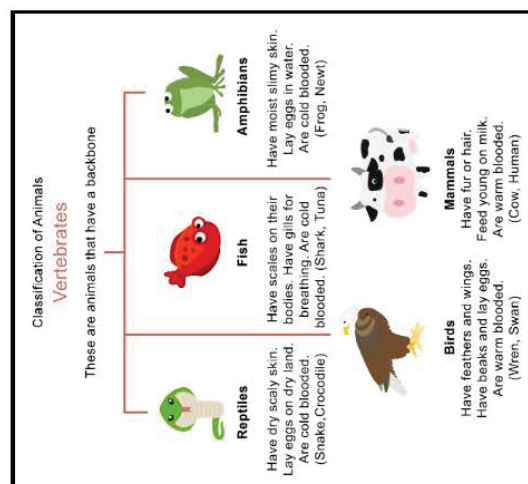
Branched Diagram



Venn Diagram

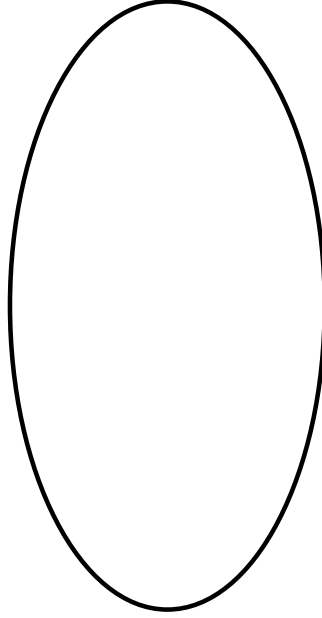
Core Learning

- The billions of different kinds of living things (**organisms**) on earth have been divided up, by scientists, into groups according to their similarities and differences. This is known as **classifying**.
- Classifying living things into groups allows scientists to learn more about what makes each species **unique**.
- There are many different classes of animal. Those with backbones are known as the 'class' **vertebrates**. These are then grouped into mammals, birds, fish, reptiles and amphibians.
- Invertebrates**, animals without backbones, are arachnids, insects, snails and slugs and worms.
- Humans fall into the **mammal** class as they have hair on their bodies and drink milk when they are babies. Whales, dolphins, bats, cats, dogs and hedgehogs are also mammals.
- A **habitat** is the non living environment surrounding a living thing. It provides space, shelter, food and water.
- An **ecosystem** is made up of the living organism and the non living habitat. An ecosystem can be any size from a tree to the whole world.
- Food chains** are a map of the flow of **energy** from a plant (primary **producer**) through **consumers**, (primary consumers) and hunters (secondary consumers).



National curriculum	Living things and habitats: classification
Year 2	explore and compare the difference between things that are living, dead, and things that have never been alive
Year 2	identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other
Year 2	identify and name a variety of plants and animals in their habitats, including micro-habitats
Year 2	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Year 4	recognise that living things can be grouped in a variety of ways
Year 4	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Year 4	recognise that environments can change and that this can sometimes pose dangers to living things

Mind Map



Before starting the topic, add what you already know.

What is this picture telling me?



What does the word habitat mean?

Answer

What is meant by natural changes?

Answer

What is meant by human changes?

Answer

Can you name the seven life processes for any living thing?

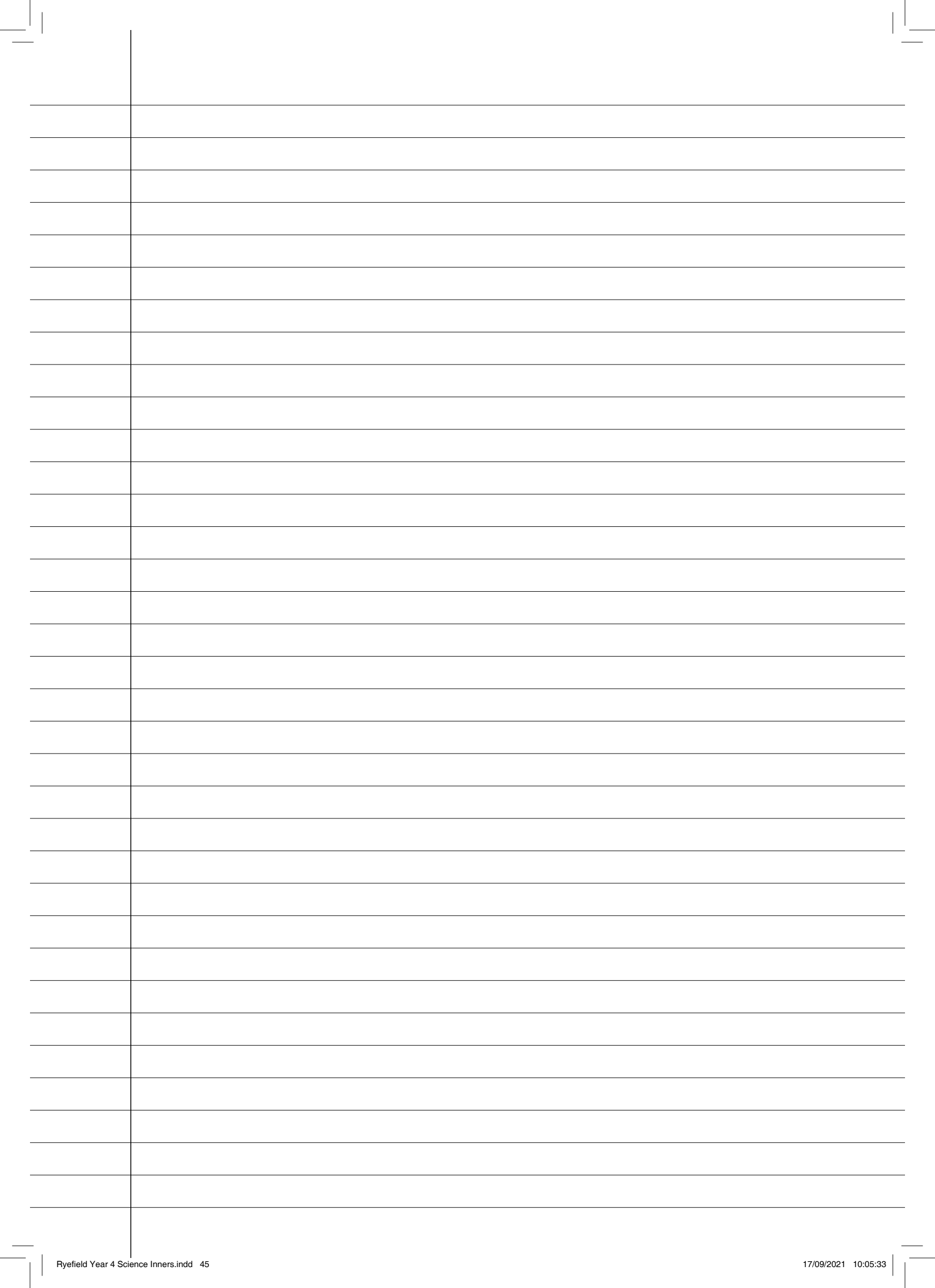
Answer

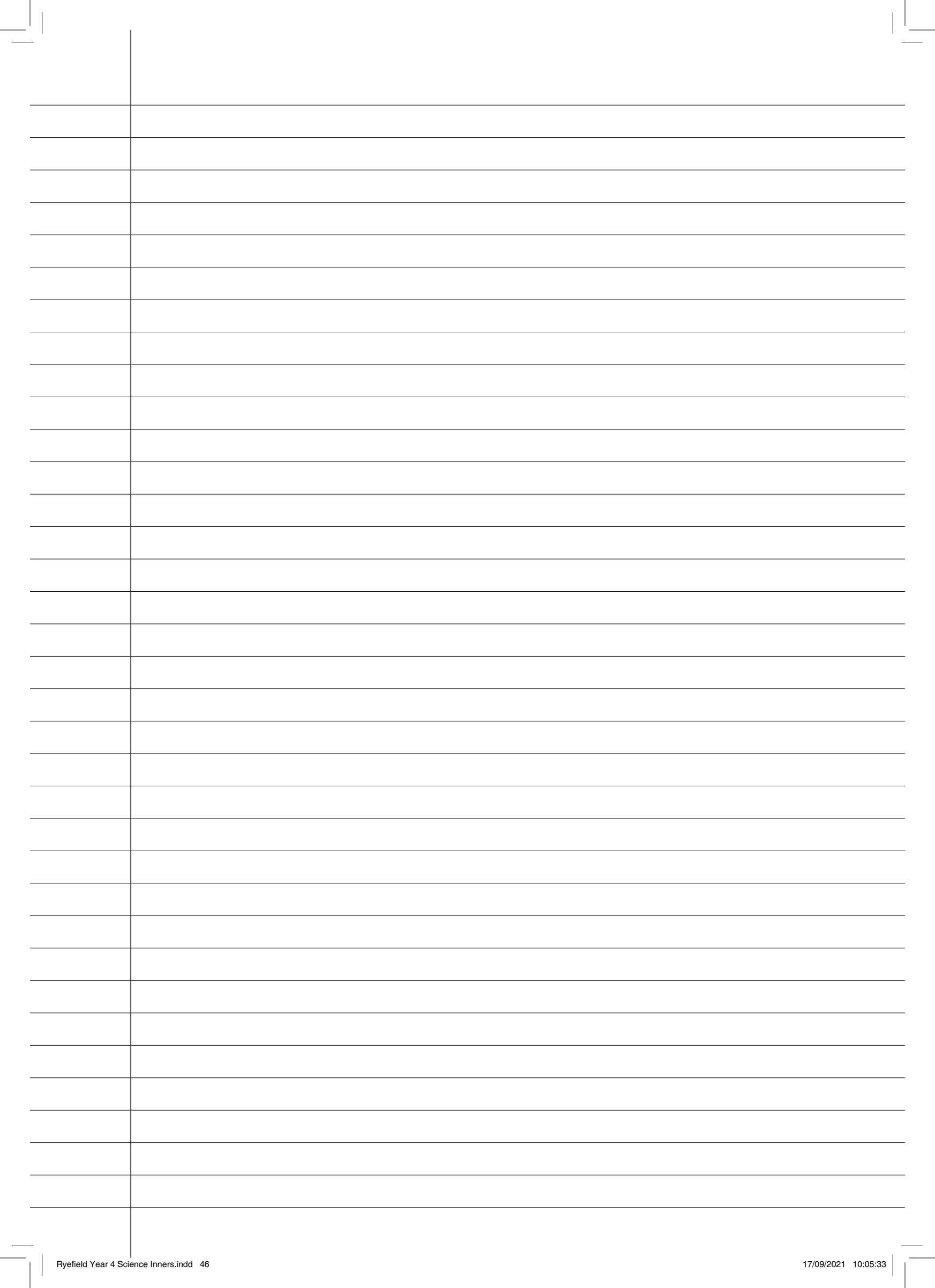
Can you explain what the 'greenhouse effect' is?

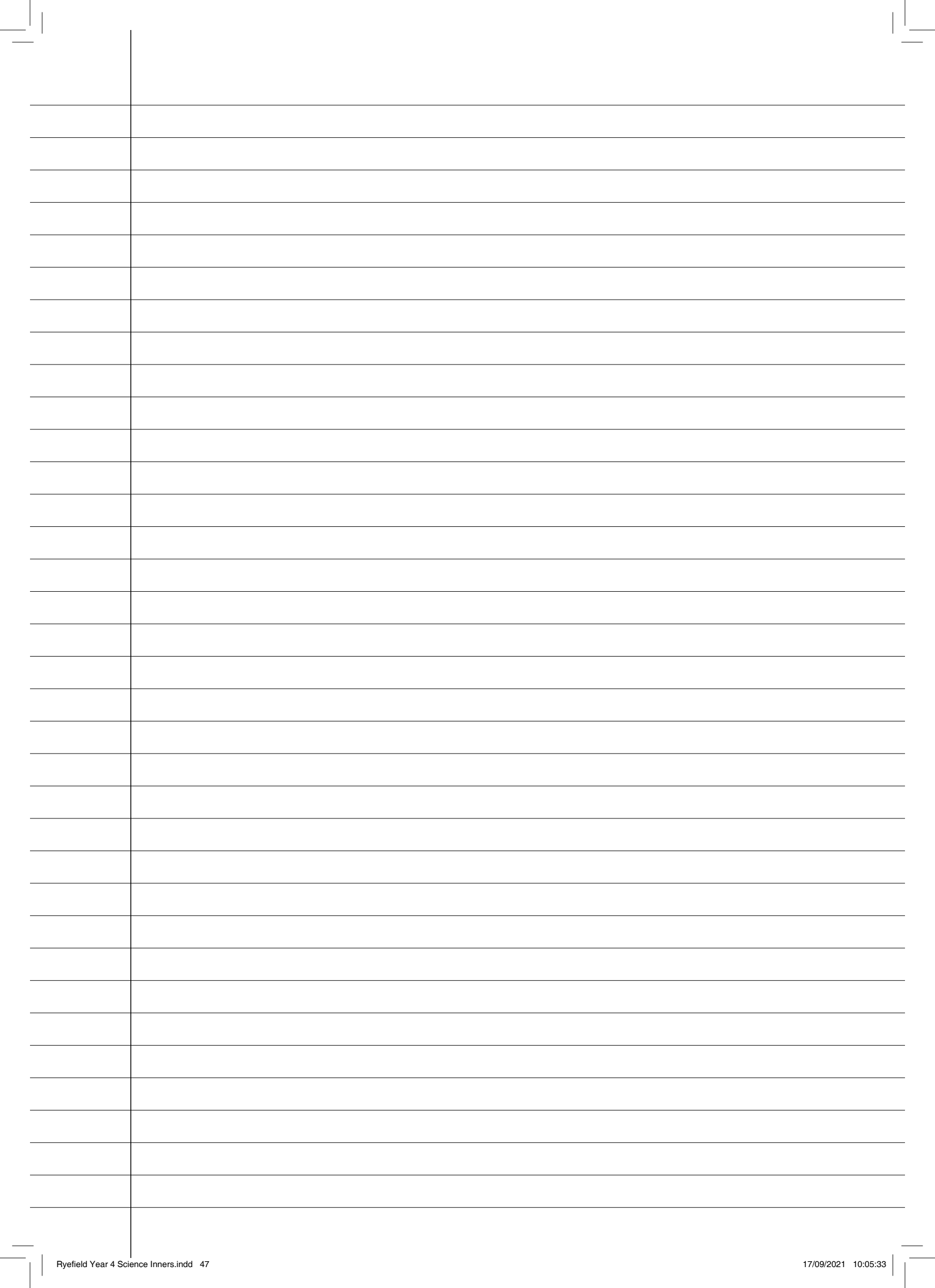
Answer

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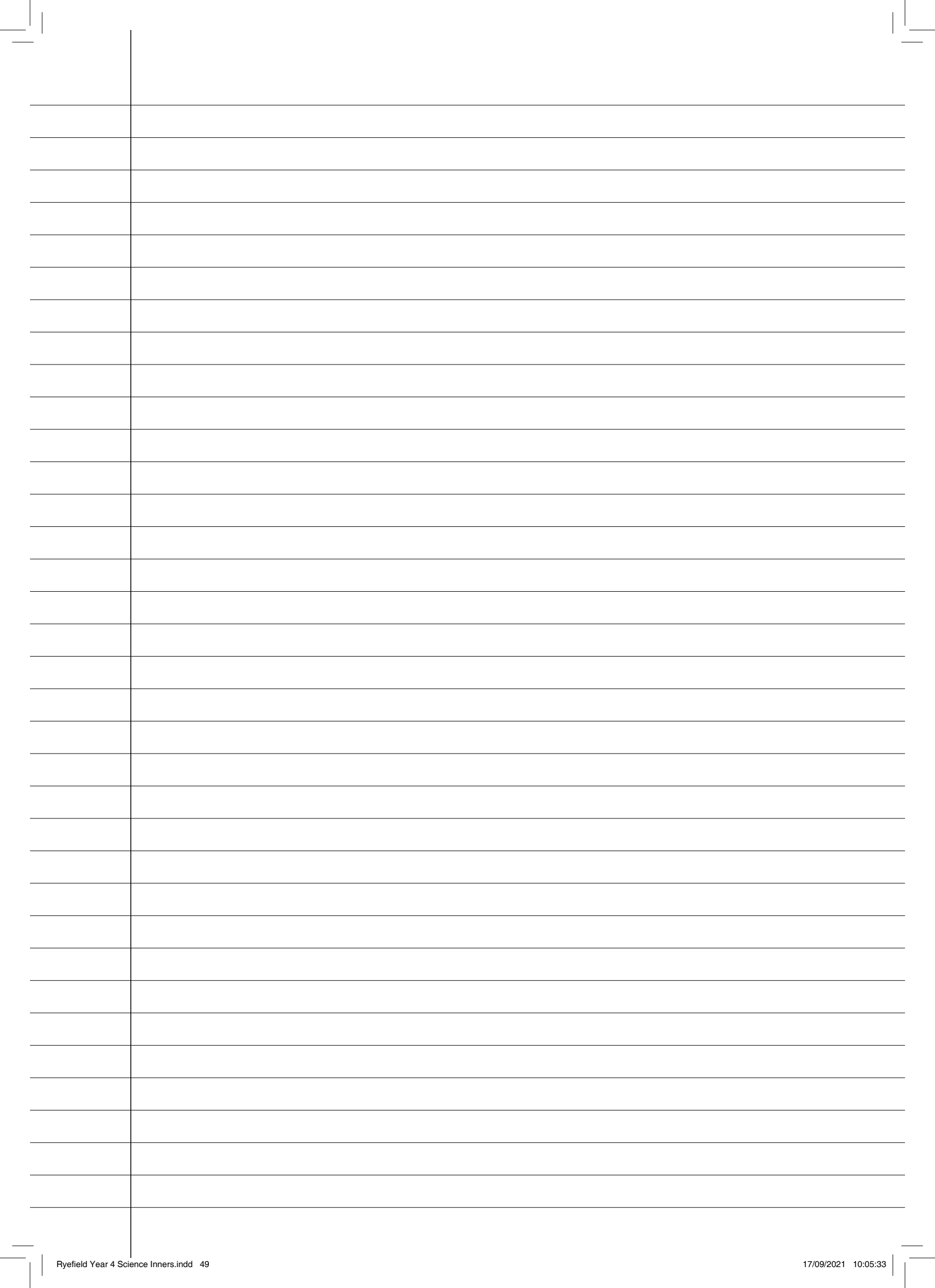


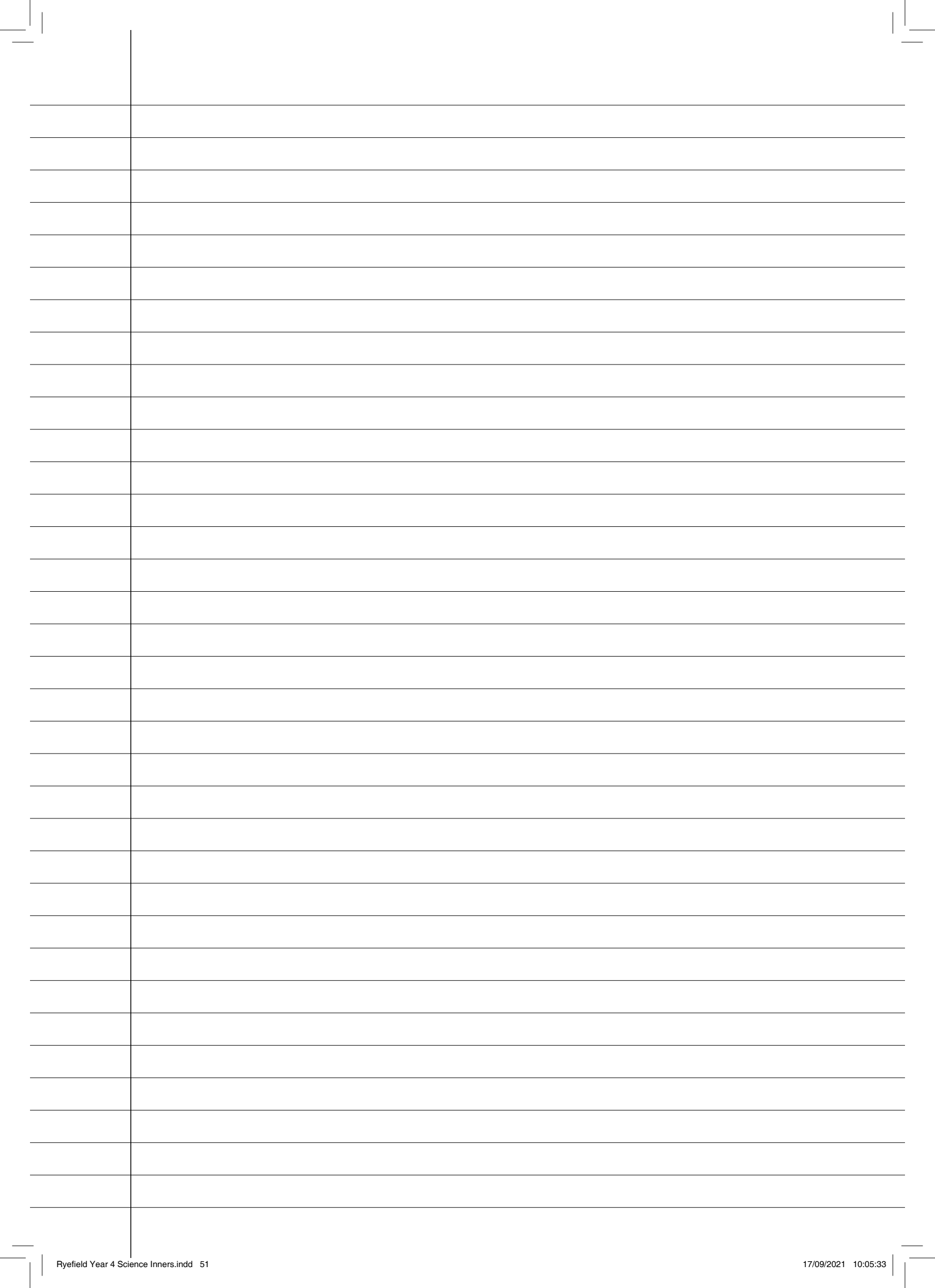






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Science - Summer Term 1

Digestion and Nutrition

What different types of teeth do humans have? Do you know their names?

Answer

What different jobs do our different teeth do?

Answer

What happens to food after we've swallowed it?

Answer

What role do teeth play in our digestive system?

Answer

What is a food chain?

Answer

How can we keep our teeth healthy?

Answer

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Topic: Animals including humans

Year: 4

Strand: Biology

What should I already know?

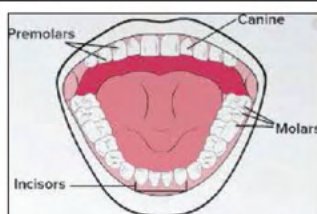
- The parts of the human body and what they do.
- All animals need water, air and food to survive.
- The different ways in which humans are healthy.
- Animals get **nutrition** from what they eat.
- Humans and some animals have skeletons and **muscles** for support, protection and movement.
- What **carnivores**, **omnivores** and **herbivores** are.
- **Excretion** is one of the seven living processes.

What will I know by the end of the unit?

What is the role of our **teeth** and how do we look after them?

- Teeth are used for cutting and chewing food.
- They start the **digestive process** which gives us the energy we need to live.
- Humans look after their teeth by brushing and flossing and ensuring that they do not eat foods high in sugar.
- Not looking after teeth can lead to an increase in **plaque** and **tooth decay**.

What are the different names and functions of human **teeth**?



- **Canines** are pointed for tearing and ripping food - these are usually used when chewing meat.
- **Incisors** are shovel shaped and help bite lumps out of and cutting food.
- **Premolars** and **molars** are flat and they grind and crush food.

Investigate!

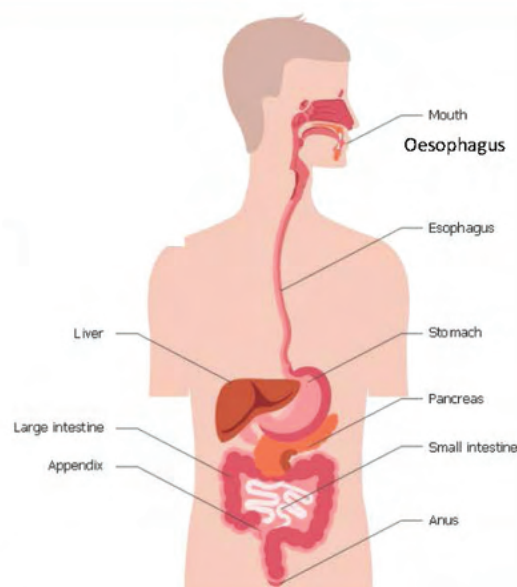
- Investigate the amount of sugar in drinks and learn how sugar leads to an increase in **plaque** and how this destroys tooth **enamel**.
- Compare the teeth of **carnivores**, **omnivores** and **herbivores**. What do you notice?
- Match animals to their teeth and explain your reasons for this.
- Identify the parts of the **digestive** system and explain their functions
- Create a presentation to show how our food is **digested**.

Vocabulary

absorb	soak up or take in
canine	pointed teeth near the front of the mouth of humans and of some animals
carnivore	an animal that eats meat
decay	gradually destroyed by a natural process
digestion	breaking down ingested food material
enamel	the hard white substance that forms the outer part of a tooth
excretion	the process of eliminating faeces , urine, or sweat from the body
faeces	the solid waste substance that people and animals get rid of from their body by passing it through the anus
herbivore	an animal that only eats plants
incisor	the teeth at the front of your mouth which you use for biting into food
ingested	When animals or plants ingest a substance, they take it into themselves, for example by eating or absorbing it
intestines	the tubes in your body through which food passes when it has left your stomach
molar	the large, flat teeth towards the back of your mouth that you use for chewing food
muscles	something inside your body which connects two bones and which you use when you make a movement
nutrition	the process of taking food into the body and absorbing the nutrients in those foods
oesophagus	the part of your body that carries the food from the throat to the stomach
omnivore	person or animal eats all kinds of food, including both meat and plants
organ	a part of your body that has a particular purpose
plaque	a substance containing bacteria that forms on the surface of your teeth
premolar	two situated on each side of both jaws between the first molar and the canine
process	a series of actions used to produce something or reach a goal.
saliva	the watery liquid that forms in your mouth and helps you to chew and digest food
stomach	the organ inside your body where food is digested before it moves into the intestines

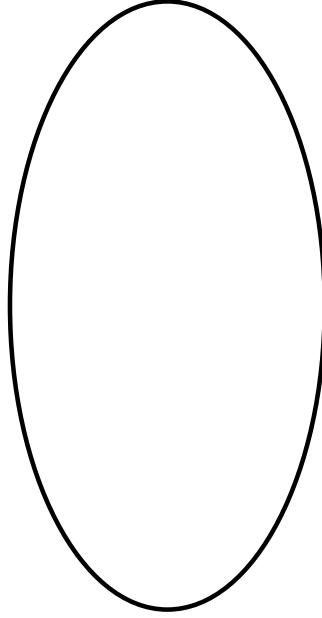
The Digestive System

- The smell of food triggers **saliva** to be produced.
- The **digestive** system begins with the mouth and teeth where food is **ingested** and chewed.
- **Saliva** is mixed with the food which helps to break it up.
- When the food is small enough to be swallowed, it is pushed down the **oesophagus** by **muscles** to the **stomach**.
- In the **stomach**, food is mixed further.
- The mixed food is then sent to the small **intestine** which **absorbs** **nutrients** from the food.
- Any leftover broken down food then moves on to the large **intestine**.
- The food minus the nutrients arrives in the rectum where **muscles** turn it into **faeces**. It is stored here until it is pushed out by the anus. This is called **excretion**.



National curriculum	Animals, including humans: digestion
Year 3	identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
Year 3	identify that humans and some other animals have skeletons and muscles for support, protection and movement
Year 4	describe the simple functions of the basic parts of the digestive system in humans
Year 4	identify the different types of teeth in humans and their simple functions
Year 4	construct and interpret a variety of food chains, identifying producers, predators and prey

Mind Map



Before starting the topic, add what you already know.

What is this picture telling me?



What different types of teeth do humans have? Do you know their names?

Answer

What different jobs do our different teeth do?

Answer

What happens to food after we've swallowed it?

Answer

What role do teeth play in our digestive system?

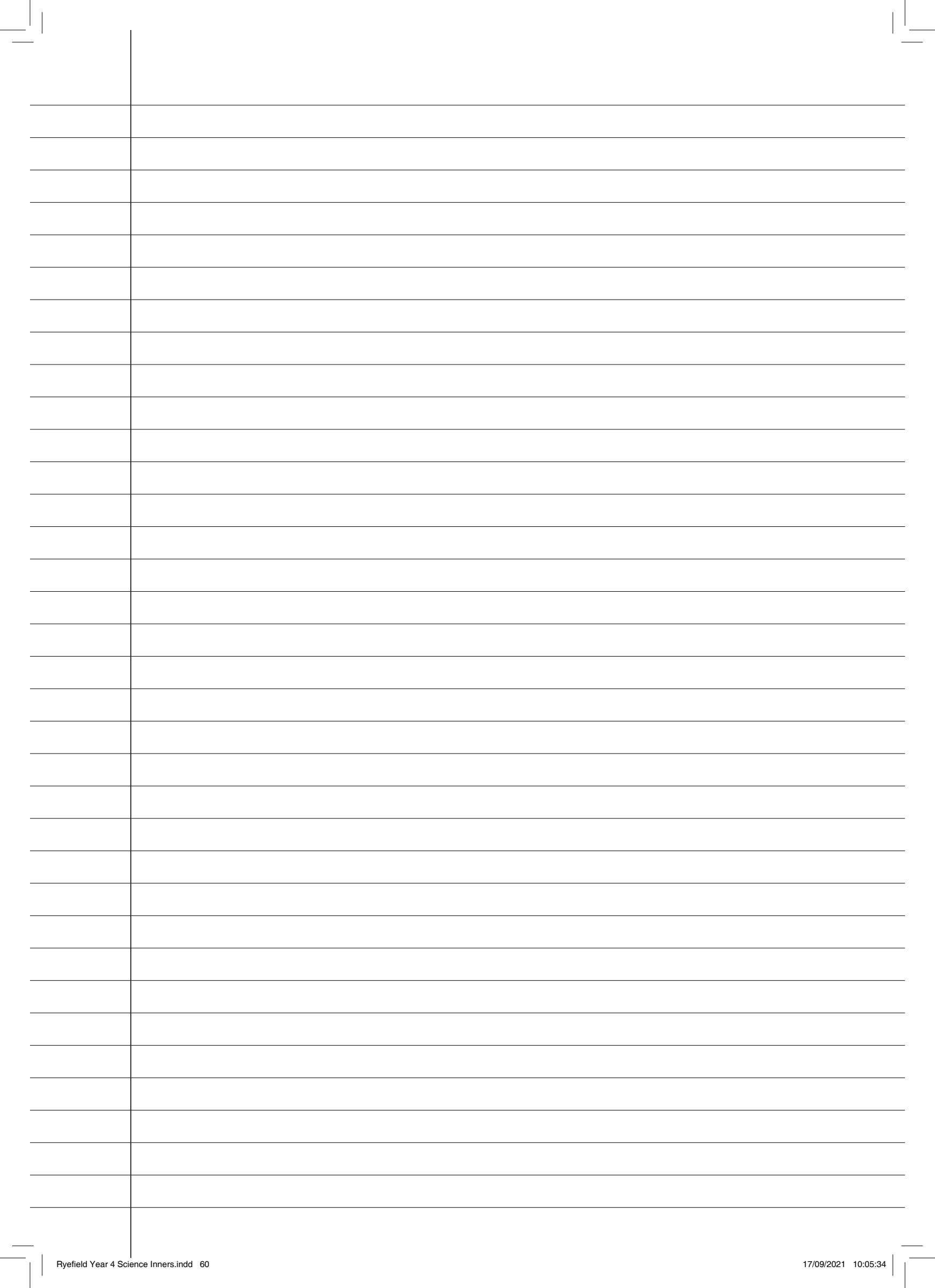
Answer

What is a food chain?

Answer

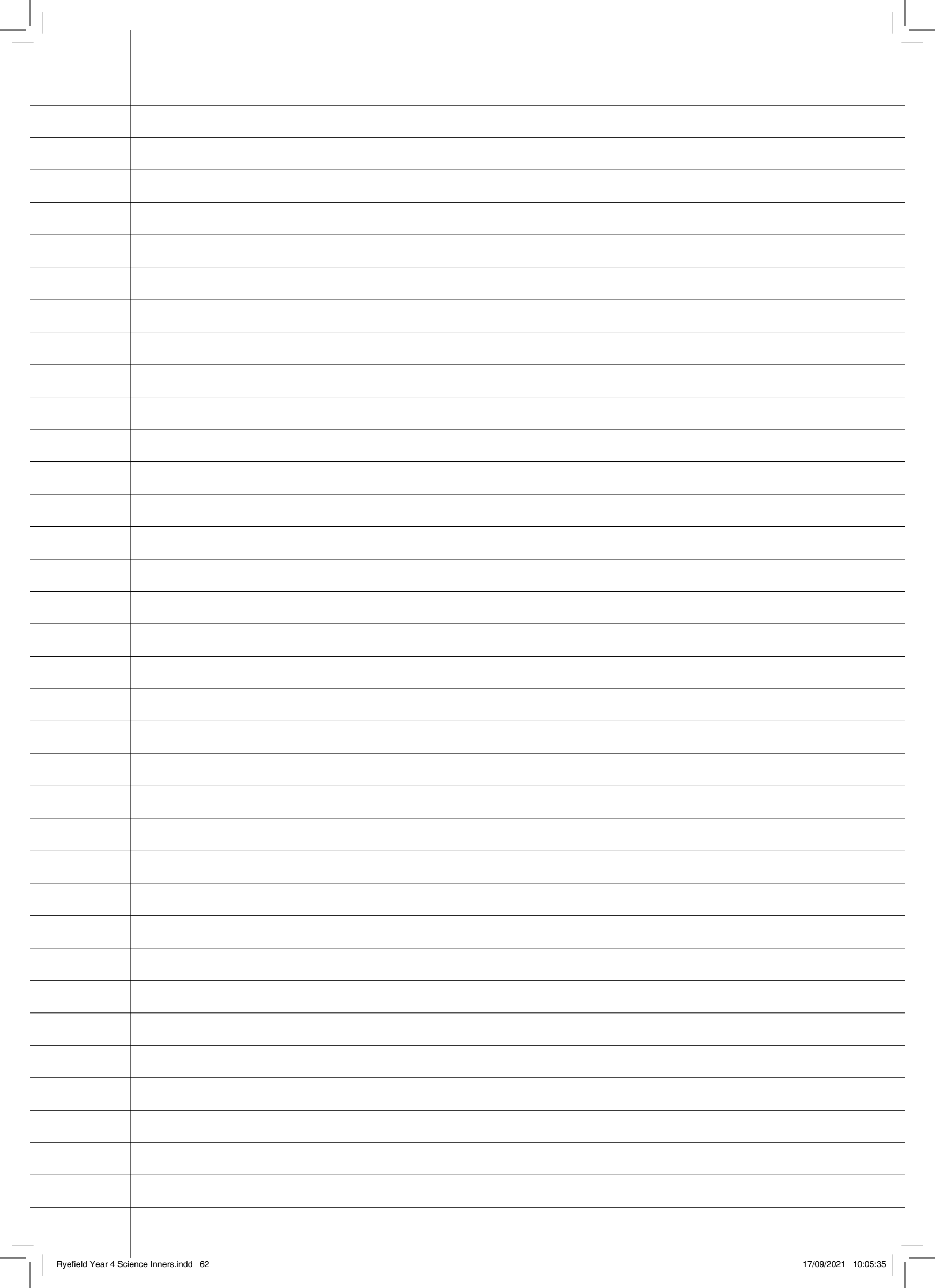
How can we keep our teeth healthy?

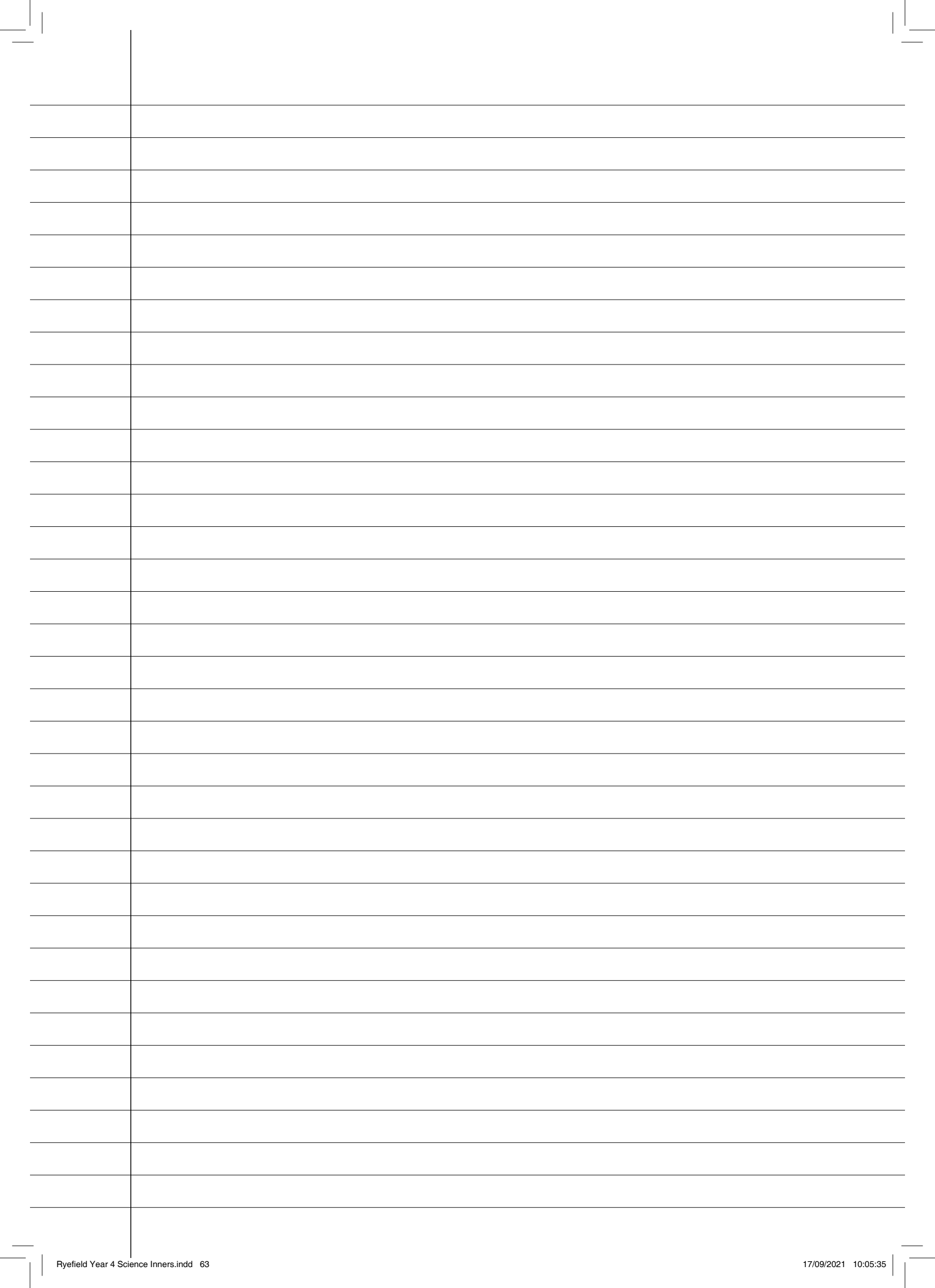
Answer





Show what you know. Recall two things on the topic.	Connect - can you link this to one more thing that you know.
1.	
2.	







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Science - Summer Term 2

Habitats

What is a habitat?

Answer

What different types of habitat can you think of?

Answer

How and why might the conditions of a habitat change?

Answer

What is the difference between natural and man-made changes to a habitat?

Answer

What is climate change?

Answer

How can humans help protect animals and their habitats?

Answer



LIVING THINGS

Y4




KNOWLEDGE ORGANISER

What you should already know...



- All around us, there are some things that are alive, some things that are dead, and some things that have never been alive.
 - All living things have certain characteristics that help to keep them alive and healthy.
- Living things live in habitats that suit them, and which provide for their basic needs.
- Living things depend on other living things in order to survive.

Classification of Plants

Flowering Plants	Non-Flowering Plants
Flowering plants grow flowers. They use pollination in order to reproduce.	Non-flowering plants do not grow flowers. They rely on seed dispersal in order to reproduce.
Flowering plants make up about 90% of all species of plant.	Non-flowering plants make up about 10% of all species of plant.
Examples of flowering plants include:	Examples of non-flowering plants include:
-Sunflower -Daffodil -Orchid -Orange Tree -Banana Plant	 -Fern -Moss -Algae -Conifer -Seaweed

Classification of Animals

You can remember the seven features of living things by using the acronym MRS GREN (Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion and Nutrition).

M-R-S G-R-E-N	
Mammals	Snails
-Mammals are warm-blooded.	-Snails have shells.
-They often have hair/fur on their bodies.	-They have a large muscular foot, which secretes mucus.
-Mammals give birth to live young.	-Their stomach is directly above their muscular foot.
-Mammals often drink milk from their mothers.	-Most snails live underground.
Reptiles	Slugs
-Reptiles are cold-blooded.	-Slugs do not have shells.
-They normally lay eggs (but some don't).	-They have a large muscular foot, which secretes mucus.
-Reptiles have scales or scutes.	-Their stomach is directly above their muscular foot.
Amphibians	Worms
-Amphibians are cold-blooded animals.	-Worms have long, narrow bodies.
-They have moist, scaleless skin. It is often permeable.	-Worms do not have limbs (arms and legs).
-Amphibians lay eggs.	-They are bilaterally symmetrical (both sides the same).
Fish	Spiders
-Fish are cold-blooded animals.	-Spiders have eight legs.
-Fish can breathe underwater, using gills.	-Spiders bodies are made of two main parts.
-Fish lay eggs.	-Spiders create silk from their spinneret glands.
-Fins help to propel fish through the water.	-Spiders lay eggs.
Birds	Insects
-Birds are warm-blooded.	-Insects have exoskeletons: hard shell-like coverings of their body. They also have three main body parts.
-Birds have feathers, wings and a beak.	-They have antennae on the top of their heads.
-Birds lay eggs.	

Habitat Changes




Animals are often adapted to the habitats that they live in. However, habitats can change over time, which may present animals and plant life with difficulties.

Some of these changes are natural, e.g.

- The seasons: temperatures rise in the summer and fall in winter. This means that some animals may need to migrate or hibernate.
- Increased or decreased rainfall can also impact on a habitat. Floods and droughts can dramatically impact on environments.

Other habitat changes are man-made, e.g.

- Harvesting fossil fuels, deforestation, dredging rivers, bottom trawling, urbanization, filling in wetlands and mowing fields.
- Global warming is thought to be impacting on many habitats.

Vertebrates - Have backbones



Mammals



Reptiles



Amphibians



Birds



Fish



Slugs



Worms



Spiders

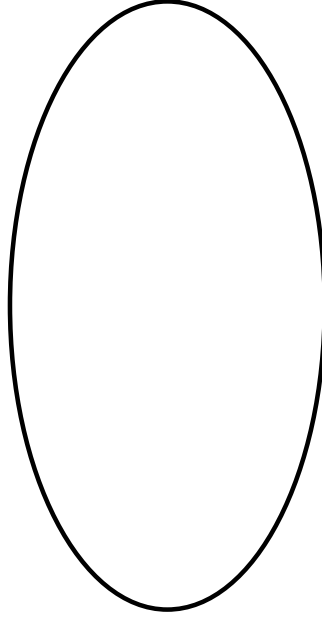


Insects

Invertebrates - Have no backbones

National curriculum	Living things and habitats: environmental change
Year 2	explore and compare the difference between things that are living, dead, and things that have never been alive
Year 2	identify that most living things live in habitats to which they are suited and describe how different habitats provide the basic needs of different kinds of animals and plants, and how they depend on each other
Year 2	identify and name a variety of plants and animals in their habitats, including micro-habitats
Year 2	describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
Year 4	recognise that living things can be grouped in a variety of ways
Year 4	explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
Year 4	recognise that environments can change and that this can sometimes pose dangers to living things

Mind Map



Before starting the topic, add what you already know.

What is this picture telling me?



What is a habitat?

Answer

What different types of habitat can you think of?

Answer

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What is the difference between natural and man-made changes to a habitat?

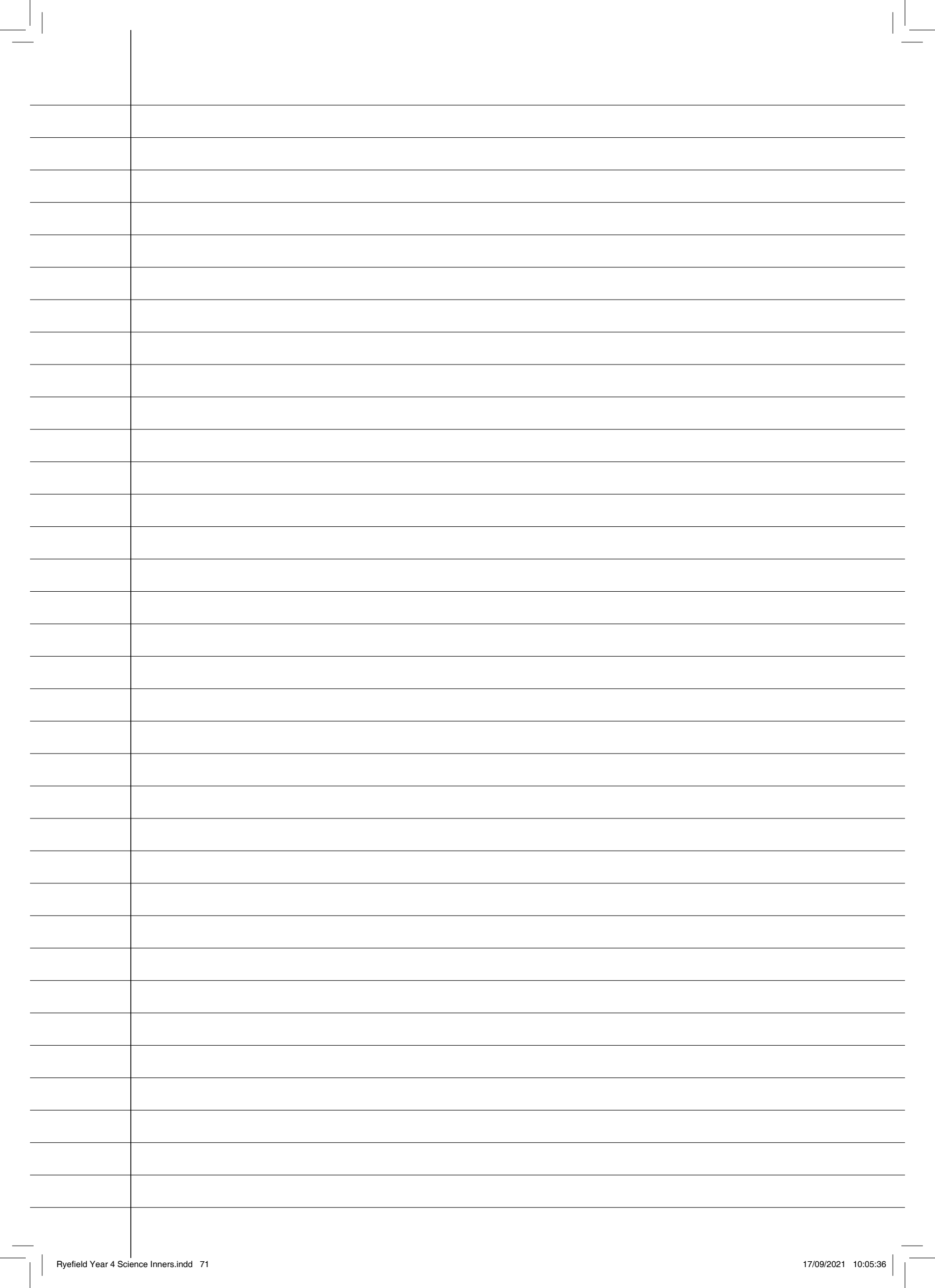
Answer

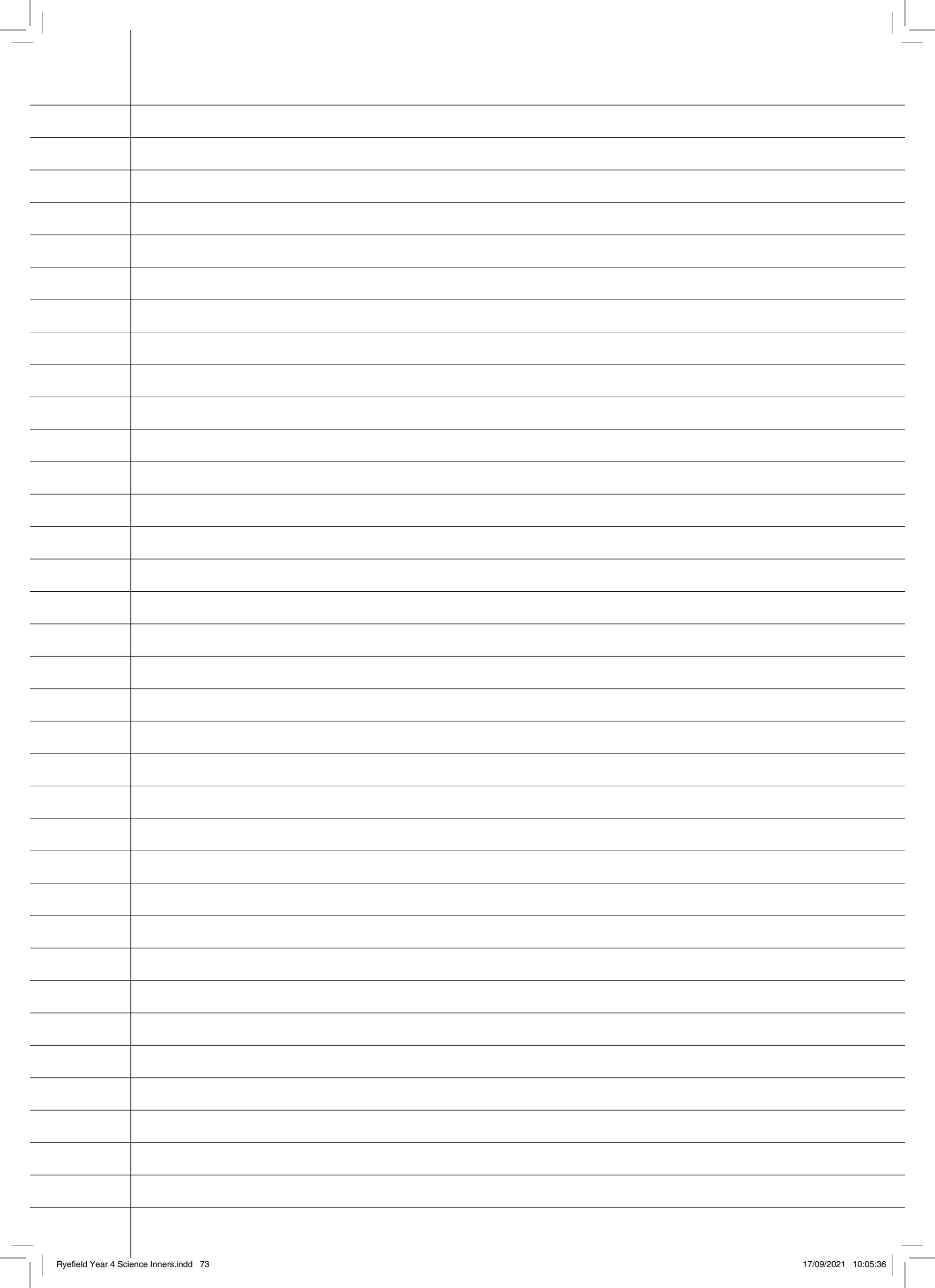
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Answer

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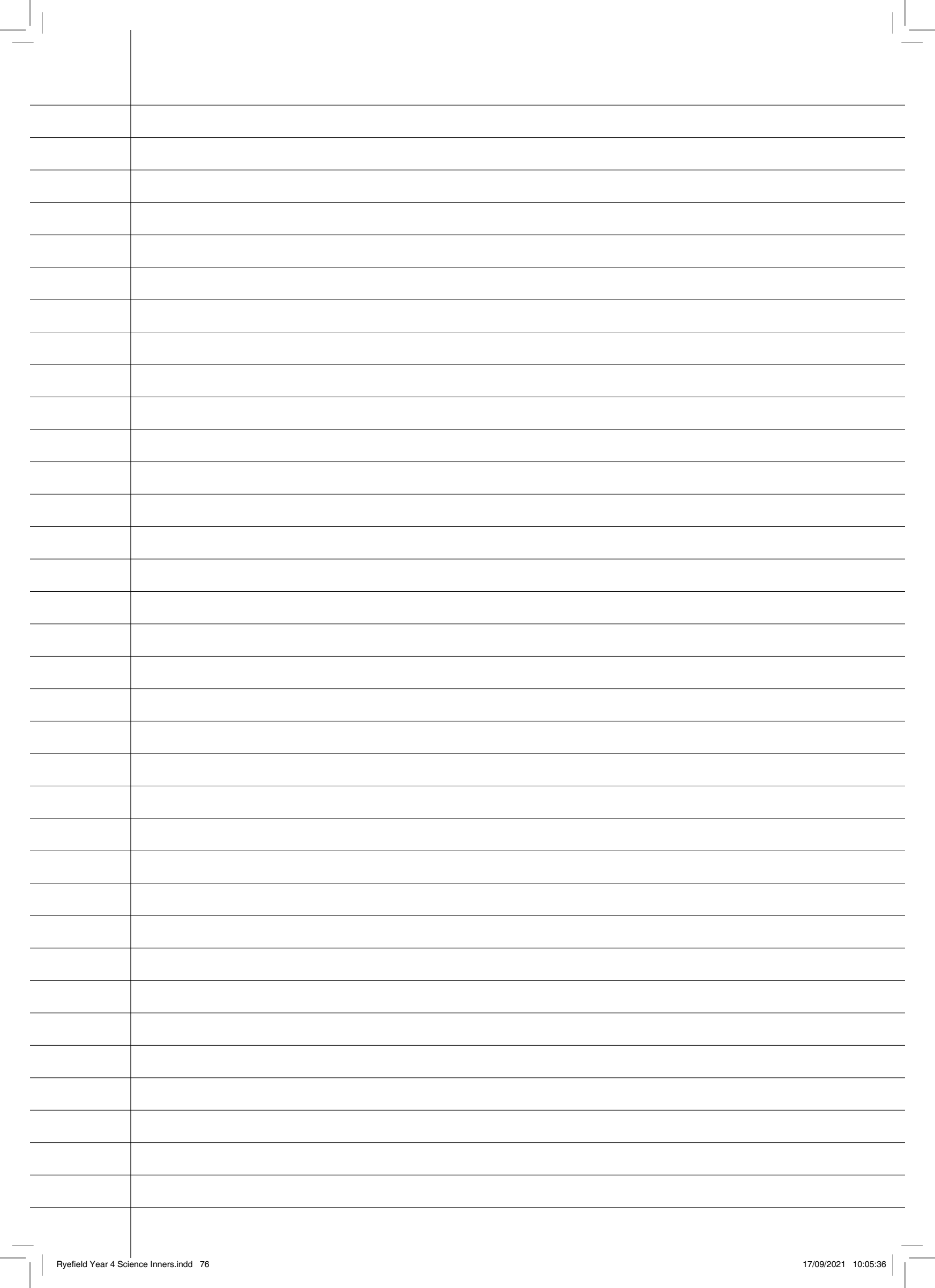
Answer







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